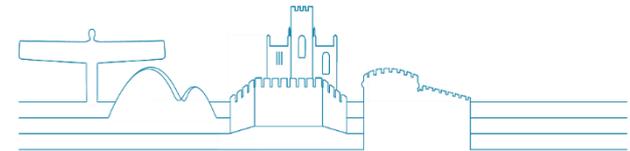

Evaluating the implementation of whole school approaches (WSAs) in Trailblazer schools

SUPPORTING CHILDREN & FAMILIES THEME

5TH FEBRUARY 2021



The Team

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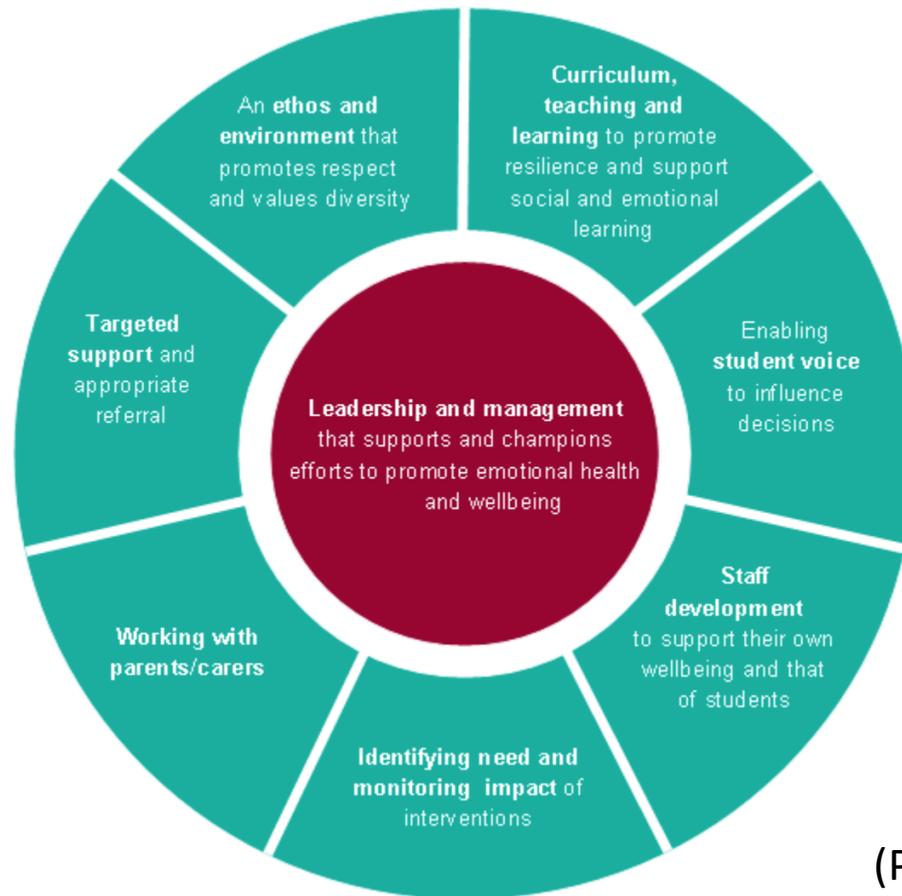
Affiliates and Partners

- The three wave 1 Trailblazer sites:
 - Northumberland Clinical Commissioning Group
 - Newcastle/Gateshead Clinical Commissioning Group
 - South Tyneside CYP MH Partnership
- The CCGs' CYP and parent advisory groups
- The NIHR BRACE Evaluation Centre
 - Birmingham University
 - RAND
 - Cambridge University

Trailblazers in schools

- “Transforming Children and Young People’s Mental Health Provision programme - Trailblazers”
 - English Government pilot to improve mental health and wellbeing
 - Training of clinicians—in partnership with HEIs including Northumbria University—and embed them in schools and colleges
- Clinicians deliver three elements:
 - Treat low-to-moderate level depression and anxiety;
 - Signpost to services including NHS mental health services;
 - Implement WSA for universal care
- In NENC:
 - Three sites of the total ‘wave 1’ 25 Trailblazer sites nationally
 - Commenced in schools in April 2020
 - Involve approximately one-thousand schools and colleges

Whole school approaches



(Public Health England, 2015)

Research questions

Research questions:

1. How do schools conceptualise WSAs, i.e. drive culture change, raise awareness, reduce stigma, provide a language to communicate about mental health, build resilience?
2. What approaches and initiatives enable schools to change, e.g. signing up to a charter mark, adopting a trauma-informed approach to be compassionate about “challenging behaviours”, implementing anti-stigma campaigns?
3. Which methodologies will allow for effective evaluation of WSAs?

Aims

1. Develop a “bottom-up” understanding of the theoretical models and initiatives that schools use in their WSA
2. Develop methodologies that will be adaptable to evaluate the existing range of WSA

Objectives

1. Scope the peer-reviewed and grey literature for existing concepts of WSAs and effective evaluation methodologies
2. Develop an initial theory of change model of WSAs in terms of how, why, for whom and in what contexts such can be effective.
3. Undertake a Realist Evaluation that will identify the context, mechanisms and outcomes—‘ingredients’—needed to successfully design, implement and evaluate WSAs
4. Produce an evidence-based theory of change model to help all schools to reduce inequalities and improve mental health and wellbeing across the school community

Methods

- One each of the four types of schools included in the Trailblazers nationally: primary, secondary, college and all-ages special school.
- Data on pupil, parent and staff views of WSAs through interviews (10 per school n=40) and focus groups (3 focus groups per schools n=12).
 - Interviews and focus groups may need to be carried out over video calls depending on the whether there will be future lockdowns due to the pandemic.
- Process data routinely collected by Trailblazer schools
 - Pupil referrals, pupil treatment for anxiety or depression and WSA

2021	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Study commences			■									
Ethical approvals, study materials			■	■	■							
Finalise initial theory of change model			■	■	■							
Recruit four schools			■	■	■							
Co-production workshops						■	■					
Data collection- Process data							■	■				
Define 'middle range theory'							■	■				
Data collection- Interviews & FGs									■	■	■	■
NENC Trailblazer meeting (1/mo)			■	■	■	■	■	■	■	■	■	■
Project management meetings (1/mo)			■	■	■	■	■	■	■	■	■	■

2022	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Data collection- Interviews & FGs	■	■	■	■	■	■						
Analysis, final theory and write up	■	■	■	■	■	■	■	■				
Project management meetings (1/mo)	■	■	■	■	■	■	■	■				
Dissemination events							■					
Report to the ARC								■				





Intended impact

- Help all schools to reduce inequalities and improve mental health and wellbeing of children, young people and families through WSAs
- Improve the data infrastructure within schools which collates and flows mental health and wellbeing outcome data to NHS England
- Contribute to the national evaluation by the NIHR BRACE Evaluation Centre
 - Phase 1: Process evaluation of all 25 of the national wave 1 pilot sites (underway)
 - Phase 2: Outcome evaluation (e.g. mental health, wellbeing, education attainment, child development, children in social care, etc.) (Commencing 2022)
 - Our research will directly inform this Phase 2, and could lead to potentiation future collaboration.